

Math Curriculum-Based Measurement (M-CBM)**Standard Directions****Grades 2-4 Probes**

1. Students have an M-CBM probe and pencil.

2. Say to the student(s):

Grades 2-3: "We're going to take a 2-minute math test. I want you to write your answers to several kinds of math problems. Look at each problem carefully before you answer it."

Grades 4-6: "We're going to take a 4-minute math test. I want you to write your answers to several kinds of math problems. Look at each problem carefully before you answer it."

When I say 'BEGIN,' write your answer to the FIRST problem (demonstrate by pointing) and work ACROSS the page. Then go to the next row.

Try to work EACH problem. If you come to one YOU REALLY DON'T KNOW HOW TO DO, put an 'X' through it and go to the next one.

If you finish the first side, turn it over and continue working. Are there any questions? (Pause)"

3. Say **"BEGIN"** and start your stopwatch/timer.

4. If testing in groups, walk around and monitor students to ensure they are not skipping problems, are working across the page, and continue to write answers to the problems during the test time.

If a student is excessively skipping problems they should know how to do, say to the student:

"Try to work EACH problem. You can do this kind of problem so don't skip or put an 'X' over it."

If a student is not working across the page, say to the student:

"Work ACROSS the page. Try to work each problem in the row."

If a student stops working before the test is done, say to the student:

"Keep doing the best work you can."

5. At the end of 2 minutes (2-3 grades) or 4 minutes (4-6 grades), say **"Stop. Put your pencils down."** Monitor to ensure students stop working.

Scoring M-CBM

1. When scoring M-CBM, you count how many correct digits correct that the student has written down. Each digit is worth 1 point. See the below examples for further explanation.

https://aimsweb.pearson.com/downloads/AdminAndScoringM-CBM.pdf - Windows Internet Explorer provided by Westlake City Schools

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18 / 62 100% Find

General Scoring Rules Independent of Scoring Method

Correct Digits - Each correct digit that a student writes is marked with an underline and counted.

$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$ <p>(2 CD Possible) Score = 2 CD</p>	$\begin{array}{r} 12 \\ \times 7 \\ \hline 89 \end{array}$ <p>(2 CD Possible) Score = 1 CD</p>
$\begin{array}{r} 12 \\ \times 7 \\ \hline 74 \end{array}$ <p>(2 CD Possible) Score = 1 CD</p>	$\begin{array}{r} 12 \\ \times 7 \\ \hline 19 \end{array}$ <p>(2 CD Possible) Score = 0 CD</p>
$\begin{array}{r} 4 \\ 9588 \\ - 6519 \\ \hline 3039 \end{array}$ <p>(4 CD Possible) Score = 4 CD</p>	$\begin{array}{r} 9558 \\ - 6519 \\ \hline 3041 \end{array}$ <p>(4 CD Possible) Score = 2 CD</p>

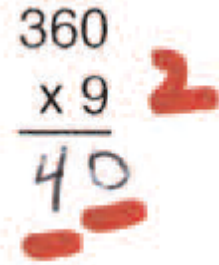
Scoring of AIMSweb Computation

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2. **Incomplete Problems** - Sometimes students don't finish a problem. Score for the number of correct digits that are written.

Example: This student only received 2 points (out of 4) even though he/she didn't finish the problem. Their 2 digits that were marked are correct though.



A handwritten multiplication problem on lined paper. The problem is 360 multiplied by 9. The student has written 360 on the top line, x 9 on the second line, and 40 on the bottom line. There are red correction marks: a large '2' to the right of the 9, and two red lines under the 40, indicating the answer is incorrect.

Correct Answer is = 3240 (4 Correct digits possible)

3. **X-ed Out Problems** - Sometimes students start a problem and then cross it out. Sometimes students go back and write answers for problems they have crossed out. Ignore the X and score what you see.
4. **Legibility and Reversed or Rotated Numbers** - Sometimes trying to figure out what number the student wrote can be challenging, especially with younger students or older students with mathematics achievement problems. To make scoring efficient and reliable, we recommend attention to three rules.
 1. If it is difficult to determine what the number is at all, count it wrong.
 2. If the reversed number is obvious, but correct, count it as a correct digit.
 3. If the numbers 6 or 9 are potentially rotated and the digit is currently incorrect, count it as an incorrect digit.